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ABSTRACT

Based on on-site review team visits conducted during spring 1982, this report evaluates the Educational Campus Child Development Centers (CCDC's) operating at 9 to the 10 campuses in the Los Angeles Community College District (LACCD). After introducing the evaluation project and its participants, the report outlines the educational philosophy of the LACCD and the history and philosophy of the CCDC's. Next, the report presents brief descriptions of campus centers. Following an explanation of the organization and terminology of the evaluation report, a chart is presented showing CCDC results by program objectives associated with the following goals: (1) to enhance access to higher education for student-parents; (2) to serve as a field training site for academic departments; (3) to function as an early childhood education program; (4) to maintain an exemplary community college campus-based child development center; (5) to offer a parent involvement program; and (6) to expand and enhance existing child development services. For each objective, the chart indicates person responsible, tasks involved, evaluation method, date of completion, colleges at which the objective was attained, and additional information. The next sections of the report provide evaluations for each of the campus CCDC's. Following an evaluation summary and conclusions, appendices provide a sample of forms and survey instruments used in the project. (AYC)

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SHOWING OFF WHAT WE DO AND HOW WELL WE DO IT:

or

How the Child Development Center Program at Nine Los Angeles Community Colleges Demonstrates Accountability

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The text of this paper was presented by Dr. Kester at the annual meeting of the California Educational Research Association which met in Sacramento, California on November 18 and 19, 1982. The same authors produced a shorter, financially-oriented paper that focused on a form of partial cost recovery for this same "Measures of Effectiveness" project. That shorter paper was presented by Dr. Kester at the International School Psychology Colloquium held at the University of Stockholm in Stockholm, Sweden on August 1-6, 1982.

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INTRODUCTION

The Los Angeles Community College District (LACCD) provides an Educational Campus Child Development Center (CCDC) program for the preschool children of its college students at nine of its ten campuses. Over the last few years, as the district was forced to cope with reduced funding levels in many areas, some district administrators increasingly called for greater accountability from specific programs. In the fall of the 1980-81 academic year, the District Coordinator of Student Programs, Victoria Richart, began strongly pressing the nine campus Child Development Center directors to operationalize and evaluate their program. The Coordinator, who is skilled in evaluation, assisted with the early planning and called in an outside evaluation consultant to work directly with the directors.

In the winter of 1980-81, the nine directors selected their Evaluation Plan Writing Subcommittee. That writing team worked for several months writing and rewriting measurable goals and objectives. In the fall of the 1981-82 academic year the writing team brought their product back to the multi-campus Child Development Center Coordinating Committee. With minor revisions the evaluation plan was approved. During the spring of 1981-82, on-site evaluation review team visits were made to all nine campus Child Development Centers.

The results of those nine peer-review, evaluation team visits are presented in this district-wide Child Development Center Program Evaluation Report.

ACKNOWLEDGEMENTS

The committee of the whole, which directed the development and implementation of the evaluation, was referred to as the district's Campus Child Development Center Coordinating Committee. The members of the coordinating committee are shown below.

At the Campus Level:

- Karen Crummer, Director
  Child Development Center
  Los Angeles Harbor College

- Elizabeth Evans, Acting Director
  Child Development Center
  Los Angeles Trade-Technical College

- Liz Forge, Director
  Child Development Center
  Los Angeles Southwest College

- Yvonne Hatfield, Director
  Child Development Center
  West Los Angeles College

- Alice Hernandez, Director
  Child Development Center
  Los Angeles Mission College

- Kathy McCreary, Director
  Child Development Center
  Los Angeles Valley College

- Erika Rosemark, Director
  Child Development Center
  Los Angeles Pierce College

- Lorraine Schrag, Acting Director
  Child Development Center
  Los Angeles Mission College

- Michael Simone, Director
  Child Development Center
  East Los Angeles College

- Leanna Watts, Director
  Child Development Center
  Los Angeles City College

At the "Liaison" Level:

Bernard Ancheta, Liaison Dean and Dean of Student Personnel
West Los Angeles College

At the District Level:

Victoria Richart, Coordinator
Student Programs
Los Angeles Community College District

From the County Office:

Donald Kester, Consultant
Educational Program Evaluation and Research
Office of the Los Angeles County Superintendent of Schools

Five of the nine directors responded to the district coordinator's call for volunteers to serve on the district's Campus Child Development Centers' "Measures of Effectiveness" writing team. Donald Kester also responded to the call from Victoria Richart. The members of the writing team are shown below:

- Karen Crummer, writing team chair
- Yvonne Hatfield, writing team member
- Donald Kester, writing team member
- Erika Rosemark, writing team member
- Michael Simone, writing team member
- Leanna Watts, writing team member

The five directors listed above also acted as "lead peer evaluators" during the evaluation on-site visits to the nine child development centers. The "lead peer evaluator" designation is noted again in the section of this report entitled, "Evaluation Results by Each of the Nine Campuses." On each college's page in that section, the lead peer evaluators are noted by an asterisk.

The coordinating committee wishes to express their sincere appreciation to the following people:

Victoria Richart, for her editorial assistance with this evaluation report and especially for her personal, conceptual, and district-level support.

Bernard Ancheta, for his guidance in seeing us through the project.

The Writing Team, not only for putting the goals and measurable objectives together, but also for writing this evaluation report.

The Lead Peer Evaluators, for providing leadership and equivalence during on-site visits.

Karen Crummer, for chairing the committee.

The Deans and Assistant Deans of Student Services at various campuses who were able to participate in the site reviews.

Dr. Donald Kester, Consultant, for writing the "How to Read..." and the "Summary" units of this document. Also, for sharing his knowledge, time and patience and for his concern to see us through to the finish!

MEASURES OF EFFECTIVENESS FUTURE PLANS

In February, 1975, the District opened the Campus Child Development Center's program with the intention that it should be an exemplary or model program. The evaluation system used in this evaluation report provides an operational definition of the district-level Campus Child Development Center program model as it currently exists.

A continuing shortage of funds, or a worsening financial situation could, unfortunately, alter the model concept as it is presently conceived and herein described. With this caveat, it nevertheless is still the hope of

the Campus Child Development Center Coordinating Committee that this "Measures of Effectiveness" document will serve as a model for State Higher Education Campus Child Development Center Programs.

Further, it is intended that this document be presented at professional conferences and be submitted for inclusion into the Educational Resources Information Center (ERIC).

Areas of possible expansion include the curriculum component objectives. This would provide the center instructors with the opportunity to share their knowledge and to create an expanded selection of relevant curriculum materials. Thought has also been given to expanding the measures for the qualitative aspect of the program as it relates to the parents and children.

LOS ANGELES COMMUNITY COLLEGE DISTRICT'S PHILOSOPHY

EDUCATIONAL PHILOSOPHY

It is the conviction of the Los Angeles Community Colleges that each individual should have the opportunity to develop his greatest potential. To that end, it is the function of the colleges to provide, for the members of the community, learning experiences which will assist them to live effectively as workers, family members and citizens.

The functions of the Community Colleges are:

1. OCCUPATIONAL. An occupational education program planned to offer the student basic business, technical, and professional curricula to develop skills which can lead to employment and job advancement.

2. TRANSFER. A college transfer program which enables the students who complete two years of study to continue upper division (third year) work at accredited four-year colleges and universities.

3. GENERAL EDUCATION. A program of general education comprised of planned experiences which develop knowledge, skills and attitudes necessary for the student to be effective as a person, a family member, a worker and a loyal citizen.

4. GUIDANCE. A guidance program incorporating vocational, educational and personal counseling to assist the student in the selection and pursuit of a life work compatible with his interests, aptitudes and abilities.

5. CONTINUING EDUCATION. A program of continuing education comprised of graded and ungraded classes to provide opportunities for personal and occupational competence that supplement formal full-time college attendance.

CAMPUS CHILD DEVELOPMENT CENTER HISTORY

On February 6, 1974, in response to child care needs assessment surveys and requests from students and faculty, the Board of Trustees of the Los Angeles Community College District authorized the establishment of a Campus Child Development Center at each of the nine colleges. The Centers were mandated to provide a student service to better meet the needs of the District's students. The following advantages were expected:

1. Welfare costs could be reduced by providing child development center services for those needing job training.

2. Dropouts from college, due to home and family roles, could be reduced.

3. Unemployed persons could enter retraining programs that would enable them to become economically self-sufficient.

4. Growth opportunities could be provided for the child, as well as for the student-parent.

5. Returning veterans, needing child development center services, could continue their educational programs.

The Centers opened in February 1975, thus extending the District's open door policy to include student-parents who might otherwise be unable to attend college. Based on extensive waiting lists and success of the community site pilot project at Los Angeles Valley College, five of the nine Centers expanded operation by 100% in May 1978. The Centers have now been in operation for seven years.

CAMPUS CHILD DEVELOPMENT CENTER PHILOSOPHY

The educational philosophy of the Los Angeles Community College District is "that each individual should have the opportunity to develop to his/her greatest potential." The Campus Child Development Centers of the Los Angeles Community College District share that philosophical goal.

The children's program is based on the philosophy that children learn by "doing", and that each child is unique, with his/her own separate needs, feelings, and backgrounds. The things that make each child different also make each child special.

In learning to live with himself/herself and develop relationships with others, the young child must first have a positive self concept. The faculty helps children conceive of themselves as people who can make choices, solve problems, discover the world around them, grow in independence, and relate to other people effectively.

The curriculum is designed to encourage each child to develop at his/her own speed and to attempt new challenges when he/she is ready. Interest centers permit children to explore the areas of art, construction, music and body movement, science, dramatic play, language and math experiences. Children select their own learning activities, enabling them to become wholly involved in thinking, feeling and doing at their own level of development.

The child's ability to deal with real objects gradually grows into the ability to deal with symbols, such as pictures, models and words.

The young child is learning to use his body. The outdoor playground equipment provides many challenges for the child to try out new skills and to practice using his body in many ways.

Faculty members are selected for their professional training and experience, as well as their sensitivity to the needs of young children. The result is an atmosphere that is warm and open in which adults truly enjoy respect and relate positively to children.

CAMPUS CHILD DEVELOPMENT CENTER PROGRAM DESCRIPTION

The colleges of the Los Angeles Community College District have made accessibility to higher education a reality due to their proximity to the population served, low cost to students, and diversity of programs and services. The Campus Child Development Centers enhance that accessibility by providing low cost, high quality child development services for student-parents.

Children aged 2-1/2 - 5 years participate in a program designed to foster their cognitive, social, emotional, and physical development. A balanced curriculum is provided through learning centers, group and individual activities.

The Centers provide a vital instructional support service by acting as a field training site for observers, student-teachers and other trainees from various departments, including child development, psychology, physical education, nursing, speech, the fine arts, and others.

Parent involvement is an integral part of the program. Courses in the college instructional program, parent-teacher conferencing, newsletters, group discussions, etcetera, strengthen parent skills and increase parent participation in a child's development.

The Campus Child Development Centers have become model programs that offer a supportive learning environment for students and children.

EAST LOS ANGELES COLLEGE

East Los Angeles College Child Development Center provides care for children, ages 2 to 12. Open 8 a.m. to 7 p.m., the Center is the recipient of a grant from the Office of Child Development, which provides a unique after school, school age program. In addition, the Center has had a number of other child related grants, including a cultural heritage grant, a nutrition education and training project, and a grant for special need children with limited English speaking background.

LOS ANGELES CITY COLLEGE

The Campus Child Development Center offers a model program for the children from the ages of 2-1/2 years through 5. The Center's faculty offer a curriculum geared for children from a diverse, heterogenous inner-city population. The Center is open Monday through Friday from 7:50 a.m to 3:10 p.m. The following sessions are offered: 8-12, 8-1, 8-2, 8-3. In addition, the Center functions as a lab site for students attending classes requiring observation or participation with young children.

LOS ANGELES HARBOR COLLEGE

The Center at Harbor College serves approximately 40 families per semester. The scheduling offers a choice of morning, afternoon or full day session for the children. The Center staff provide on-going parent education seminars, designed to provide support for the student/parent, and to help them strengthen their parenting skills. The Center at Harbor provides an observation site for students enrolled in Child Development and other related courses.

LOS ANGELES MISSION COLLEGE

The Child Development Center provides a program of individual learning and growth for each child, while the parent is attending Mission College classes. The Center serves 37 children a week in a family style grouping, ages 2-5 years. The Center's certificated staff works closely with both child and parent providing a resource for family understanding.

The Center is located at the San Fernando First Presbyterian Church, Fourth and Alexander Streets, San Fernando, just west of Maclay Avenue. The environment includes learning and interest centers, a free play area, rest and nutrition areas. The program offers multi-learning experiences based on sound developmental ideas, geared to the individual child.

LOS ANGELES PIERCE COLLEGE

The Child Development Center provides a warm, learning environment for children of Pierce College students. About 90 children between the ages of 2-1/2 and 5-1/2 attend the Center for various sessions each semester.

Children have the unique opportunity to take walks on the beautiful campus, which includes a working farm with cows, sheep and pigs.

LOS ANGELES SOUTHWEST COLLEGE

The Los Angeles Southwest College Campus Child Development Center has developed a program which gives children the time and materials necessary for exploration through culture. We believe that culture is such a vital part of the child's total development that a cultural curriculum has been designed to encourage each child to experience culture by participating in various activities that will consummate its concepts.

LOS ANGELES TRADE-TECHNICAL COLLEGE

The Los Angeles Trade-Technical College Child Development Center provides a supportive environment for both children and parents. The Center is used as a lab school for nursing students and students in related fields. An integral part of the Center's program is the Parent Involvement Class.

LOS ANGELES VALLEY COLLEGE

The Los Angeles Valley College Child Development Center, provides educational training and experiences to enrolled college students, high school transfer students, community members, and children between the ages of 2-1/2 and 14 years. Its mission leads participants to knowledge acquisition of human

development in an exemplary environment guided by a Piagetian philosophy.

The Center's major functions are three-fold:

1) Laboratory teacher training and transfer functions for Child Development majors, center aides and students in related disciplines requiring laboratory experiences of observation and participation. Services are provided during approximately 75 hours per week. United efforts between the Child Development departments of instruction and service have created comingled curriculum; training plans and the status of Center teachers as adjunct faculty.

2) Parent Education is delivered in a variety of modes which include parent courses, conferencing, observation/participation and rap groups. An extensive library and resource file is maintained. Services are provided during approximately 160 hours per week.

3) Individualized and group learning experiences for the 139 enrolled children are presented in an open structured environment. Flexible scheduling of day and night programs, grant awards for additional services (including child care and handicapped) and nutritional training and food grants enrich and strengthen quality services.

WEST LOS ANGELES COLLEGE

The West Los Angeles College Campus Child Development Center is an exciting model program. It currently offers 30 child service spaces per hour to pre-schoolers of student/parents. The Center offers child service sessions daily (9-12 a.m. and/or 12-3 p.m.) plus the optional hours of 8 - 9 a.m. and 3 -3:45 p.m. The Center's dual function is that of training of students from LACCD and other institutes of higher education, in the areas of human services and vocational occupations, (i.e., child development, cooperative education, nursing, etc.). The Center has augmented its food budget by participating in a District Food Grant Program.

The parents participate in the Center program in a variety of ways, i.e., parent meetings, fund raisers, helping in the classroom. The Center faculty participate in a variety of campus committees and outside organizations, i.e., affirmative action, academic senate, Black Child Development Institute, and California Community College Early Childhood Educators.

THE EXTERNAL CONSULTANT'S PREFACE ON HOW TO READ THIS EVALUATION REPORT

There are two major ways in which the results of this Program Evaluation can be presented. The first is by showing the results for each of the twenty-one (21) program objectives and the second is by showing results for each of the nine (9) colleges. Given this fact, this evaluation report is easily divided into these two major sections; with the first presenting results by program objective and second by college.

For both sections a summary reporting system has been used, which, although it is clear in message to those who are familiar with the formatting, it may not be so clear to the casual reader. A brief description of how to read the summary notations is needed, especially for the first section.

As mentioned earlier, within the first section, results are shown by each of the twenty-one (21) program objectives. Each objective is divided into four units which are noted by the first four columns. The four units and columns correspond to the four parts of a measurable program objective -- "Who," "Does What," "By When," and "How" the task accomplishment will be known. That is, a program objective should show: 1) Who is to do the task (identified on the page as "Person Responsible"), 2) What the task is (identified as "Task to Be Performed"), 3) How the successful completion of the task will be measured (identified as "How Task Accomplishment Will Be Measured"), and 4) the Date by which the task is to be completed (identified as "Date of Completion").

The remaining columns on pages in the first section provide information on the achievement-level by each college on the objective presented on that page. Thus, on the first objective for the first goal, identified as objective 1.1, (first goal, first objective) it can be seen that all nine colleges were "successful"; that is, all nine "attained" this objective. This can quickly be seen from the fact that there are nine checks under the column, "Was Objective Attained -- Yes."

In addition to listing each college in alphabetical order, and presenting an answer to the question: "Was the objective attained?", the evaluation team and report writing team also wished to provide commendations, notations, comments, and recommendations where appropriate. Thus, while all nine college programs attained objective 1.1, three colleges received a commendation and two received a notation.

This was the first full-scale evaluation of the district-wide Child Development Center program using this particular evaluation plan. Although the plan "held up well", it was the feeling of evaluation team and writing team members that some objectives could be improved. The manner in which objectives are improved to read is indicated below the heading "Revise to Read." The revised objective is set off from the rest of the page by a separating, heavy black line. As can be seen from reading the revisions, in most cases, the revisions are fairly minor. This fact speaks highly for how well the objectives were written in the first place.

Within the second section, results are presented by each of the nine colleges. This time each college gets a page, whereas before each objective got a page. Each college's summary page shows the date of the on-site visit by the evaluation team; the names of the members of the evaluation team; an identification as to those who were the "lead peer evaluators" (indicated by an asterisk); a listing of those objectives that were found to be unattained, if any; and finally, a listing of commendations, notations, comments, and recommendations.

A district-level program evaluation plan of this magnitude presents a real challenge and it is usually expected that it could take at least two annual "iterations" before everyone is satisfied that the objectives are comprehensive and of the highest quality. The fact that evaluation teams involved peers who used the peer-developed twenty-one (21) objective evaluation plan, together with the fact that the attainment level by college programs was 90.5% to 100% indicates that progress has already been made in the development of a comprehensive, quality-sensitive evaluation system. Certainly the objectives have been thoughtfully developed and used. Furthermore, given the amount of time and effort that have been devoted to this accountability effort, and the very high objective attainment levels for all the colleges, one can be reasonably sure that the evaluation plan accurately presents those high priority tasks

which the nine campus directors agree delineate what each campus is doing and should be doing.

While this evaluation system is not perfect, it -- together with the evaluation system for the Los Angeles Community College District Handicap Program -- stands as an outstanding example of what hardworking, conscientious professionals can do when asked to be accountable by their administrators.

DEFINITIONS

The following terms are defined for clarification:

CCDC	Campus Child Development Center
CCDCDCC	Campus Child Development Center Director's Coordinating Committee
CCDC Faculty	Certificated personnel including Center Director and Instructors
CCDC Instructors	Certificated personnel working with the children and student assistants
CCDC Staff	Certificated, classified, and student assistants employed at the Campus Child Development Center
Exemplary	Program of quality able to serve as a model of high professional standards
Field Training Site	Offers supervised experience where students learn through practical application
Practicum	Supervised student teaching in compliance with State requirements for Children's Center Permit
Observation	Supervised visitation to observe/and or record children's behavior. Maybe to fulfill course requirements
Lead Peer Evaluators	CCDC directors who were members of the Evaluation Plan writing team and who, during the on-site evaluation team visits to campus programs, did lead their peers in filling out the evaluation report for the program being visited

Peer Evaluators . . . . . CCDC directors who were members of on-site evaluation teams that visited other campuses

Unmet Needs . . . . . Needs that have not been served by the existing program

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELPOMENT PROGRAM

GOAL 1.0 The Districtwide Child Development Program will enhance accessibility to higher education and job training to the student-parent by providing early childhood education services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
1.1 The Director	Will gather needed feedback information from parents regarding their characteristics, current status of their academic goal, number of hours of child care used by parents, and added support provided by Center.	• Parent survey (Questionnaire item numbers 1-8, 11,13,21,25) • Census report (Census report item numbers 2,3, 7,8)	End of fall semester Twice a semester	CITY	X		b. *Commendation - The file is a working file that goes back to the beginning of the center.*
				EAST	X		a. *Commendation - Did a needs assessment to determine the level of faculty need for children's services.*
				HARBOR	X		
	Revise to Read:			MISSION	X		
1.1 The Director	Will gather needed feedback information from parents regarding their characteristics, current status of their academic goal, number of hours of child care used by parents, and added support provided by Center.	a. Parent survey (Questionnaire item numbers 1-8, 11,13,21,25) b. Census report (Census report item numbers 2,3, 7,8)	End of fall semester Twice a semester	PIERCE	X		
				S. WEST	X		
				TRADE T.	X		a. *Commendation - Compiled information data sheets on student-parents.*
				VALLEY	X		a. *Notation - Has collected information on the number of honor's students there are among student-parents.*
				WEST	X		a. *Notation - Descriptive passage well written information utilized by Dean.*

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 1.0 The Districtwide Child Development Program will enhance accessibility to higher education and job training to the student-parent by providing early childhood education services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
1.2 The Director	Will collect information at least twice a semester on the level of child care service provided to student-parents.	* Census report (Numbers 1-7)	Twice a semester	CITY	X		
				EAST	X		
1.2 The Director	Revise to Read: *Will collect information on the quantity of children's service hours and assess utilization levels as compared to student-parent needs.*	a. Census report (Numbers 1-7) b. *Waiting list* c. *Campus survey (optional)*	Twice a semester *Continuous* *As needed*	HARBOR	X		
				MISSION	X		
				PIERCE	X		
				S. WEST	X		
				TRADE T.	X		
				VALLEY	X		
				WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 1.0 The Districtwide Child Development Program will enhance accessibility to higher education and job training *to the student-parent* by providing early childhood education services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
1.3 The Director, and the CCDC Instructors	Will encourage student-parents to enroll in instructional courses and persist throughout the semester.	* Parent survey (Numbers 8-12, 14,15,21) and/or * Random sample of student records obtained from Admissions/Records	End of fall semester Upon request	CITY	X		
				EAST	X		
	Revise to Read:			HARBOR	X		
1.3 The Director, and the CCDC Instructors *the District Coordinator*	Will encourage student-parents to enroll in instructional courses and persist throughout the semester.	a. Parent survey (Numbers 8-12, 14,15,21) and/or b. *Given social security number the District Coordinator will complete data on units attempted, units completed, G.P.A.*	*End of each semester* *As needed by District Coordinator*	MISSION	X		
				PIERCE	X		
				S. WEST	X		
				TRADE T.	X		
				VALLEY	X		
				WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 1.0 The Districtwide Child Development Program will enhance accessibility to higher education and job training *to the student-parent* by providing early childhood education services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
1.4 The Director	Will estimate the increased unit load student-parents are enrolled in due to the availability of the Child Development Center program.	* Parent survey (numbers 11, 12)	End of fall semester	CITY	X		
				EAST	X		
	Revise to Read:			HARBOR	X		a. *Notation - Initiated idea for calculating increased unit load. Dean indicated usefulness of this information.*
1.4 The Director	Will estirate the increased unit load student-parents are enrolled in due to the availability of the Child Development Center program.	a. *Gather and compare data from Parent survey (numbers 11,12)*	*End of fall semester*	MISSION	X		
				PIERCE	X		
				S. WEST	X		a. *Notation - Dean indicated usefulness of this information.*
				TRADE T.	X		
				VALLEY	X		
				WEST	X		a. *Notation - Dean indicated usefulness of this information.*

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 2.0 The Districtwide Child Development Program will assist college departments/students by serving as a field training site for academic departments.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
2.1 The Director and the CCDC Instructors	Will facilitate the use of the Center as a practicum site for college students.	* Census report (numbers 10, 12) * Evaluation of praciticum students or * Observer/practicum attendance record or sign-in sheet	Twice a semester End of applicable semester End of applicable semester	CITY	X		b. *Notation - Had copies of practicum lesson plans with attached CCDC faculty evaluation, also midterm evaluations of practicum by CCDC faculty.*
				EAST	X		
				HARBOR	X		
				MISSION	X		
	Revise to Read:						
2.1 The Director and the CCDC Instructors	Will facilitate the use of the Center as a practicum site for college students.	a. Census report (Numbers 10, 12) b. Evaluation of practicum students *where applicable* c. Observer/practicum attendance record or sign-in sheet	Twice a semester End of applicable semester End of applicable semester	PIERCE	X		
				S. WEST	X		c. *Comment: - Sign-in sheets were not current.*
				TRADE T.	X		b. *Notation - Practicums do self evaluation conjointly with CCDC faculty evaluations.*
				VALLEY	X		b. *Notation - Had good form.*
				WEST	X		b. *Notation - Had good form.* c. *Notation - Had good form.*

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 2.0 The Districtwide Child Development Program will assist college departments/ students by serving as a field training site for academic departments.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
2.2 The Director, and the CCDC Instructors	Will facilitate the use of the Center as an observation site for college students	* Census report (numbers 11, 13) * Observer/practicum attendance record/or sign-in sheet or * Director's report	Twice a semester End of applicable semester Continuous	CITY	X		
				EAST	X		c. Notation - Does a Director's report.
				HARBOR	X		b. Commendation - Good sign-in form
	Revise to Read:			MISSION	X		
2.2 The Director, and the CCDC Instructors	Will facilitate the use of the Center as an observation site for college students	a. Census report (numbers 11, 13) b. Observer/practicum attendance record/or sign-in sheet c. Director's report *(optional)*	Twice a semester End of applicable semester Continuous	PIERCE	X		
				S. WEST	X		c. Notation - Does a Director's report
				TRADE T.	X		
				VALLEY	X		c. Notation - Does a Director's report
				WEST	X		c. Commendation - Good Director's report

LOS ANGELES COMMUNITY COLLEGE DISTRICT
CHILD DEVELOPMENT PROGRAM

GOAL 2.0 The Districtwide Child Development Program will assist college departments/ students by serving as a field training site for academic departments.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
2.3 The Director, and the CCDC Instructor	Will serve as a resource/ liaison to the campus, departments, community, public, and private organizations and agencies.	* Census report (numbers 9-12) or * Director's report or * Correspondence	Twice a semester Continuous Continuous	CITY	X		c. Commendation - Well-documented use as a resource.
				EAST	X		c. Notation - correspondence demonstrated use as a resource.
	Revise to Read:			HARBOR	X		
2.3 The Director, and the CCDC Instructor	Will serve as a resource/ liaison to the campus, departments, community, public, and private organizations and agencies	a. Census report (numbers 9-12) b. Director's report *(optional)* c. Correspondence *or* d. *Calendar/Telephone log or* e. *Publicity Information*	Twice a semester Continuous Continuous *continuous* *continuous*	MISSION	X		c. Comment: - Resource/liaison was undocumented; example: drama class came through but there was no record.
				PIERCE	X		
				S. WEST	X		c. Commendation - Director active in community.
				TRADE T.	X		
				VALLEY	X		
				WEST	X		c. Commendation - Held a large community/ alumni gathering, both for social and data collection purposes.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 3.0 The Districtwide Child Development Program will function as an early childhood education program for children of college students.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
3.1 The Director and CCDC Instructors	Will provide a learning environment conducive to developing cognitive, affective, social, and physical growth.	* Observational records or oral faculty interview * CCDC Instructor's lesson plan or oral interview or * Direct observation in classroom	Continuous Continuous Continuous	CITY	X		c. Notation - Good tour a. Notation - Good observational record, show growth in all four areas.
				EAST	X		a. Notation - All children given speech and language assessment. b. Notation - Good teacher's notebook.
				HARBOR	X		c. Commendation - Exciting yard environment with diverse activities.
	Revise to Read:			MISSION	X		c. Comment: - Even though site is a rental facility, the learning environment in one building appears disorganized and cluttered.
3.1 The Director and CCDC Instructors	Will provide a learning environment conducive to developing cognitive, affective, social, and physical growth.	a. Observational records or oral faculty interview b. CCDC Instructor's lesson plan or oral interview or c. Direct observation in classroom	Continuous Continuous Continuous	PIERCE	X		a. Notation - All children given speech and language assessment.
				S. WEST	X		a. Notation - All children given speech and language assessment. a. Notation - Used anecdotal case study narrative.
				TRADE T.	X		a. Notation - Maintains good individual developmental records, but needs them signed and dated.
				VALLEY	X		c. Commendation - Initiated special education component. b. Notation - Involve aides in curriculum planning.
				WEST	X		c. Notation - Good tour.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 3.0 The Districtwide Child Development Program will function as an early childhood education program for children of college students.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
3.2 The CCDC Instructor	Will provide curriculum components in the following areas: a. language b. art c. music d. math e. science f. dramatic play g. large motor development h. small motor development i. social science j. personal development	* CCDC Instructor's lesson plan (kept by instructor) or oral interview or * Direct observation in classroom	Continuous Continuous	CITY	X		
				EAST	X		
				HARBOR	X		a. *Commendation - Has photo album explanation of the curriculum.*
				MISSION	X		
				PIERCE	X		
	Revise to Read:						
3.2 The CCDC Instructor	Will provide curriculum components in the following areas: a. language b. art c. music d. math e. science f. framatic play g. large motor development h. small motor development i. social science j. personal development	a. CCDC Instructor's lesson plan (kept by instructor) or oral interview or b. Direct observation in classroom	Continuous Continuous	S. WEST	X		b. *Notation - Good tour by teacher.*
				TRADE T.	X		
				VALLEY	X		
				WEST	X		b. *Commendation - Teacher provided a good explanation of learning centers.*

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 3.0 The Districtwide Child Development Program will function as an early childhood education program for children of college students.

ERSON(s) ESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
3.3 The Director	Will collect information on the level of child care service provided to children in the program	* Census report (Numbers 1-7)	Twice a semester	CITY	X		
				EAST	X		
				HARBOR	X		
	Revise to Read:			MISSION	X		
	DELETE ENTIRE OBJECTIVE - -	REDUNDANT		PIERCE	X		
				S. WEST	X		
				TRADE T.	X		
				VALLEY	X		
				WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 4.0 The Districtwide Child Development Program will maintain an exemplary community college campus based child development center program.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
4.1 The Director, and the CCDC Instructors	Will maintain an exemplary field training site where students can learn through practical application the theories taught in instructional programs.	*Observer and practicum exit reports	Continuous	CITY	X		
				EAST		X	a. Comment: - In progress
				HARBOR		X	a. Comment: - In progress
	Revise to Read:						
4.1 The Director, and the CCDC Instructors	Will maintain an exemplary field training site where students can learn through practical application the theories taught in instructional programs.	a. Observer and practicum exit reports	Continuous	MISSION	X		
				PIERCE	X		
				S. WEST		X	
				TRADE T.	X		
				VALLEY		X	a. Comment: - In progress
				WEST		X	a. Comment: - Not applicable. No ongoing observers/practicum this semester.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
CHILD DEVELOPMENT PROGRAM

GOAL 4.0 The Districtwide Child Development Program will maintain an exemplary community college campus based child development center program.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
4.2 The Director, and the CCDC Instructors	Will provide an exemplary Early Childhood Education program focused on affective, cognitive, social and motor competencies.	* CCDC faculty records/lesson plans * Children's developmental record or observation * Record of parent-instructor conference (NOTE: The above forms are being redesigned.) * Parent Survey (numbers 22, 25) * Student-parent exit survey	Continuous End of fall semester End of each semester	CITY	X		
				EAST	X		
				HARBOR	X		b. Notation - Good case study forms being used.
				MISSION	X		b. Notation - Good annecdotal observational records are kept.
				PIERCE	X		
	Revise to Read:						
4.2 The Director, and the CCDC Instructors	Will provide an exemplary Early Childhood Education program focused on affective, cognitive, social and motor competencies.	a. CCDC faculty records/lesson plans b. Children's developmental record or observation c. Record of parent-instructor conference d. Parent Survey (numbers 22, 25) e. Student-parent exit survey	Continuous Continuous Continuous End of fall semester End of each semester	S. WEST	X		
				TRADE T.	X		
				VALLEY	X		
				WEST	X		b. Notation - Does written impressions at beginning and end of semester.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 4.0 The Districtwide Child Development Program will maintain an exemplary community college campus based child development center program.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
4.3 The Director, and the CCDC Instructors	Will provide growth opportunities for CCDC faculty and staff.	* CCDC faculty records or * Conference attendance or site visitations or * Handbook or * Inservice training or continuing education or * Director's report	Continuous	CITY	X		
				EAST	X		
				HARBOR	X		b. Notation - Good handbook
				MISSION	X		b. Notation - Good handbook
	Revise to Read:						
4.3 The Director, and the CCDC Instructors	Will provide growth opportunities for CCDC faculty and staff.	a. *Professional participation and activities* b. *Staff* Handbook or *Guidelines* c. *Staff meetings* d. Director's report *(optional)*	*Continuous* *Continuous* *Continuous* *Continuous*	PIERCE	X		
				S. WEST	X		
				TRADE T.	X		b. Notation - Good handbook
				VALLEY	X		b. Commendation - Good student assistant handbook tied in with ongoing training program
				WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 5.0 The Districtwide Child Deveopment Program will offer a parent involvement program which would enhance parenting skills.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
5.1 The Director, and the CCDC Instructors	Will keep parents informed of Center program, policies and other pertinent information.	* Parent survey (Numbers 21, 27) * Orientation or Intake Interview records * Parent Handbook * Bulletin boards	End of fall semester Continuous	CITY	X		c. Notation - Good parent handbook d. Notation - Good parent newsletter
				EAST	X		c. Notation - Good parent handbook d. Notation - Good parent newsletter
				HARBOR	X		e. Commendation - Good bulletin board, topic "Is it just play?"
5.1 The Director, and the CCDC Instructors	Revise to Read: Will keep parents informed of Center program, policies and other pertinent information.	a. Parent survey (Numbers 21, 27) b. Orientation or Intake Interview records c. Parent Handbook d. Parent newsletter or e. Bulletin boards	End of fall semester Continuous Continuous Continuous	MISSION	X		c. Comment: - Parent handbook needs to be improved.
				PIERCE	X		
				S. WEST	X		c. Comment: - Parent handbook needs to be improved.
				TRADE T.	X		e. Commendation - Good bulletin boards showing curriculum for the month.
				VALLEY	X		
				WEST	X		c. Notation - Good parent handbook.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 5.0 The Districtwide Child Deveopment Program will offer a parent involvement program which would enhance parenting skills.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
5.2 The Director, and the CCDC Instructors	Will involve the parents in their children's development	* Discussion/rap groups or lecturer * Parent meetings or * Parent-instructors conferences or * Parent participation	Continuous	CITY	X		
				EAST	X		d. *Notation* - *Many options for parents*
				HARBOR	X		
		* Parent survey (Numbers 22, 26)	End of fall semester	MISSION	X		d. *Notation* - *Active parent club*
		* Student-parent exit survey	End of each semester	PIERCE	X		d. *Commendation* - *Good parent program with a lot of options. Recommendation: That the parent class be taught for credit by paid instructors from CCDC faculty.*
5.2 The Director, and the CCDC Instructors	Revise to Read: Will involve the parents in their children's development	a. Discussion/rap groups or lecturer b. Parent meetings or c. Parent-instructors conferences or d. Parent participation	Continuous *Continuous* *Continuous* *Continuous*	S. WEST	X		
				TRADE T.	X		
		e Parent survey (Numbers 22, 26)	End of fall semester	VALLEY	X		d. *Commendation* - *Good parent program with a lot of options.*
		f. Student-parent exit survey	End of each semester	WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 5.0 The Districtwide Child Deveopment Program will offer a parent involvement program which would enhance parenting skills.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
5.3 The Director, and the CCDC Instructors	Will provide support to student parents which will assist them in attaining their family and academic goals.	* Parent survey (Numbers 8-15, 21,25)	End of fall semester	CITY	X		
		* Student-parent exit survey	End of each semester	EAST	X		
	No Change			HARBOR	X		
				MISSION	X		
				PIERCE	X		
				S. WEST	X		
				TRADE T.	X		
				VALLEY	X		
				WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELPOMENT PROGRAM

GOAL 6.0 The Districtwide Child Development Program will expand and enhance existing child development services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
6.1 The Directors and the CCDC Co-ordinating Committee Members	Will design and implement a district-wide Campus Child Development Center Master Plan	* Master plan or * Annual report	Once a year June	CITY	X		
				EAST	X		
				HARBOR	X		
	Revise to Read:						
6.1 The Directors and the CCDC Coordinating Committee Members	Will design and implement a district-wide Campus Child Development Center Master Plan	a. Master plan or b. Annual report	Once a year June	MISSION		X	
				PIERCE	X		
				S. WEST		X	a. *Comment: - Master plan out of date*
				TRADE T.	X		
				VALLEY	X		
				WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 6.0 The Districtwide Child Development Program will expand and enhance existing child development services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
6.2 The Director	Will identify unmet student-parent needs.	* Parent Survey (Numbers 23, 24)	End of fall semester	CITY	X		
		* Waiting lists or	Continuous	EAST	X		
		* Phone tally	Continuous				
		* Student-parent exit survey	End of each semester	HARBOR	X		
	No Change			MISSION	X		
				PIERCE	X		
				S. WEST	X		
				TRADE T.	X		
				VALLEY	X		
				WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 6.0 The Districtwide Child Development Program will expand and enhance existing child development services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
6.3 The Director, and the CCDC Instructors	May explore alternate solutions to meet student/parent needs.	* Correspondence or * Meeting minutes or * Grants and proposals or * Directors report	Continuous	CITY	X		
				EAST	X		c. Commendation - Funded for several grants
				HARBOR	X		
	Revise to Read:						
6.3 The Director, and the CCDC Instructors	May explore alternate solutions to meet student/parent needs.	a. Correspondence or b. Meeting minutes or c. Grants and proposals d. Directors report (optional)	Continuous Continuous Continuous Continuous	MISSION	X		
				PIERCE	X		
				S. WEST	X		c. Notation - Has applied for several innovative grants
				TRADE T.	X		c. Notation - Has proposed special program during the Olympics
				VALLEY	X		c. Commendation - Funded for several grants
				WEST	X		

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 6.0 The Districtwide Child Development Program will expand and enhance existing child development services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
6.4 The Director, and the CCDC Instructors	May implement new and additional programs.	* Waiting list or * Observe program or * Parent Survey (Numbers 23, 24) or * Grants and proposals	Continuous Continuous End of fall semester Continuous	CITY	X		b. Notation - Involves disabled adults as volunteers in classroom.
				EAST	X		
				HARBOR	X		
				MISSION	X		
				PIERCE	X		
				S. WEST	X		
				TRADE T.	X		
				VALLEY	X		
				WEST	X		
6.4 The Director, and the CCDC Instructors	Revise to Read: May implement new and additional programs.	a. Waiting list or b. Observe program or c. Parent Survey (Numbers 23, 24) or d. Grants and proposals	Continuous Continuous End of fall semester Continuous				

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 6.0 The Districtwide Child Development Program will expand and enhance existing child development services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
6.5 The Directors and the CCDC Instructors	Will integrate the Child Development Centers into campus-wide activities	* Correspondence or * Director's report or * Annual report	Continuous Continuous June	CITY	X		
				EAST	X		
	Revise to Read:			HARBOR	X		
6.5 The Director, and the CCDC Instructors	Will integrate the Child Development Centers into campus-wide activities	a. Correspondence or b. Annual report c. Director's report *(optional)*	Continuous June Continuous	MISSION	X		c. *Comment: - Limited level of attainment of integration of Center into campus.*
				PIERCE	X		
				S. WEST	X		
				TRADE T.	X		
				VALLEY	X		
				WEST	X		

EVALUATION RESULTS

EAST LOS ANGELES COLLEGE

Date of Evaluation: May 18, 1982

Evaluators

1. Elizabeth Evans, Director, Campus Child Development Center, Trade-Tech College
2. Michael Simone, Director, Campus Child Development Center, East LA College
*3. Leanna Watts, Director, Campus Child Development Center, Los Angeles City College
4. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objectives	Measurement	Commentary
4.1 Will maintain an exemplary field training site where students can learn through practical application the theories taught in instructional programs	a. Observer and practicum exit reports	a. Measurement in progress

Objective No.	Commendations, Notations, Comments, Recommendations
1.1	a. Commendation - Did a needs assessment to determine the level of faculty need for children's services
2.2	c. Notation - Does a Director's report
2.3	c. Notation - Correspondence demonstrated use as a resource
3.1	a. Notation - All children given speech and language assessment
	b. Notation - Good teacher's notebook
4.1	a. Comment - In progress
5.1	c. Notation - Good parent handbook
	d. Notation - Good parent newsletter
5.2	d. Notation - Many options for parents
6.3	c. Commendation - Funded for several grants

EVALUATION RESULTS

LOS ANGELES CITY COLLEGE

Date of Evaluation: May 18, 1982

Evaluators

1. Dorothy Hata, Dean, Student Services, Los Angeles City College
2. Victoria Richart, District Coordinator, Student Services
3. Elizabeth Evans, Director, Campus Child Development Center, Trade-Tech
*4. **Michael Simone**, Director, Campus Child Development Center, East LA College
*5. **Leanna Watts**, Director, Campus Child Development Center, LA City College
6. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objectives	Commentary
None	None

Objective No.	Commendations, Notations, Comments, Recommendations
1.1	b. Commendation - The file is a working file that goes back to the beginning of the Center
2.1	b. Notation - Had copies of practicum lesson plans with attached CCDC faculty evaluation, also midterm evaluation of practicum by CCDC faculty
2.3	c. Commendation - Well documented use as a resource
3.1	a. Notation - Good observational record, shows growth in all four areas
	c. Notation - Good tour
5.1	c. Notation - Good parent handbook
	d. Notation - Good parent newsletter
6.4	b. Notation - Involves disabled adults as volunteers in classroom

EVALUATION RESULTS

LOS ANGELES HARBOR COLLEGE

Date of Evaluation: May 19, 1982

Evaluators

1. Del M. Anderson, Dean, Student Services
2. Vincent Mottola, Assistant Dean, Student Services
3. Karen Crummer, Director, Child Development Center, LA Harbor College
*4. Yvonne Hatfield, Director, Child Development Center, West LA College
5. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objectives	Commentary
4.1 Will maintain an exemplary field training site where students can learn through practical application the theories taught in instructional programs	Measurement in progress

Objective No.	Commendations, Notations, Comments, Recommendations
1.4	a. Notation - Initiated idea for calculating increased unit load. Dean indicated usefulness of this information
2.2	b. Commendation - Good sign-in form
3.1	c. Commendation - Exciting yard environment with diverse activities
3.2	a. Commendation - Has photo album explanation of the curriculum
4.1	a. Comment - Measurement in progress
4.2	b. Notation - Good case study form being used
4.3	b. Notation - Good staff handbook
5.1	c. Commendation - Good bulletin board, topic "Is it just play?"

EVALUATION RESULTS

LOS ANGELES MISSION COLLEGE

Date of Evaluation: May 20, 1982

Evaluators

1. Tyree Reider, Assistant Dean, Student Services, LA Mission College
2. Alice Hernandez, Director, Campus Child Development Center, LA Mission College
*3. Erika Rosemark, Director, Campus Child Development Center, LA Pierce College
*4. Leanna Watts, Director, Campus Child Development Center, LA City College
5. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objectives	Measurement	Commentary
6.1 Will design and implement a district-wide campus child development center master plan	a. Master plan or b. Annual report	b. No record as yet, in process of doing 81-82 annual report

Objective No.	Commendations, Notations, Comments, Recommendations
2.3	c. Comment - Resource/liaison was undocumented; example: drama class came through but there was no record
3.1	c. Comment - Even though site is a rental facility, the learning environment in one building appears excessively disorganized and cluttered
4.2	b. Notation - Good annecdotal observational records are kept
4.3	b. Notation - Good staff handbook
5.1	c. Comment - Parent handbook needs to be improved
5.2	d. Notation - Active parent club
6.5	c. Comment - Limited level of attainment of integration of center into campus

EVALUATION RESULTS

LOS ANGELES PIERCE COLLEGE

Evaluation Date: May 21, 1982

Evaluators

*1. Erika Rosemark, Director, Campus Child Development Center, LA Pierce College

*2. Karen Crummer, Director, Campus Child Development Center, LA Harbor College

3. Alice Hernandez, Director, Campus Child Development Center, LA Mission College

4. Kathy McCreary, Director, Campus Child Development Center, LA Valley College

5. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objective	Measurement	Commentary
None	None	None

Objective No.	Commendations, Notations, Comments, Recommendations
3.1	a. Notation - All children given speech and language assessment
4.2	b. Notation - Observational records are good and concise
	c. Notation - Parent conference records are good and concise
5.2	a. Recommendation - CCDC faculty and evaluation team recommend parent class be taught for credit by paid instructors from CCDC faculty
	d. Commendation - Good parent program with a lot of options available to the parents
6.3	c. Notation - Received funding for food grant

EVALUATION RESULTS

LOS ANGELES SOUTHWEST COLLEGE

Date of Evaluation: May 24, 1982

Evaluators

1. Dr. Joseph S. Davis, Dean, Student Services, Los Angeles Southwest College
*2. Karen Crummer, Director, Campus Child Development Center, LA Harbor College
3. Liz Forge, Director, Campus Child Development Center, LA Southwest College
4. Glender Mackay, Instructor, Campus Child Development Center, LA Southwest College
*5. Leanna Watts, Director, Campus Child Development Center, LA City College
6. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objectives	Measurement	Commentary
4.1 Will maintain an exemplary field training site where students can learn through practical application on the theories taught in instructional programs	a. Observer and practicum exit reports	a. Observer and practicum exit reports not on file
6.1 Will design and implement a district-wide campus child development center Master Plan	a. Master plan or b. Annual report	a. Master plan out of date, had 80-81 annual report

Objective No.	Commendations, Notations, Comments, Recommendations
1.4	a. Notation - Dean indicated usefulness of this information
2.1	c. Comment - Sign-in sheets were not current
2.2	c. Notation - Does a Director's report
2.3	c. Commendation - Director active in community
3.1	a. Notation - All children given speech and language assessment
	a. Notation - Used annecdotal case study narrative
3.2	b. Notation - Good tour by teacher
5.1	c. Comment - Parent handbook needs to be improved
6.1	a. Comment - Master Plan out of date
6.3	c. Notation - Has applied for several innovative grants
6.4	b. Notation - Involves disabled adults as student workers in classroom

EVALUATION RESULTS

LOS ANGELES TRADE-TECHNICAL COLLEGE

Date of Evaluation: May 26, 1982

Evaluators

1. Ray Garay, Dean, Student Services, LA Trade-Technical College
2. Elizabeth Evans, Director, Campus Child Development Center, LA Trade-Tech College
*3. Yvonne Hatfield, Director, Campus Child Development Center, West LA College
*4. Michael Simone, Director, Campus Child Development Center, East LA College
5. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objectives	Commentary
None	None

Objective No.	Commendations, Notations, Comments, Recommendations
1.1	a. Commendation - Compiled information data sheets on student/parents
2.1	b. Notation - Practicums do self-evaluation conjointly with CCDC faculty evaluations
3.1	a. Notation - Maintains good individual developmental records, but needs them signed and dated
4.3	b. Notation - Good
5.1	c. Commendation - Good bulletin boards showing curriculum for the month
6.3	c. Notation - Has proposed special program during the Olympics

EVALUATION RESULTS

LOS ANGELES VALLEY COLLEGE

Date of Evaluation: May 20, 1982

Evaluators

1. Kathy McCreary, Director, Campus Child Development Center, LA Valley College
2. Lawrence Merkle, Instructor, Campus Child Development Center, LA Valley College
*3. Erika Rosemark, Director, Campus Child Development Center, LA Pierce College
*4. Leanna Watts, Director, Campus Child Development Center, LA City College
5. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objective	Measurement	Commentary
4.1 Will maintain an exemplary field training site where students can learn through practical application the theories taught in instructional programs	a. Observer and practicum exit reports	a. In progress

Objective No.	Commendations, Notations, Comments, Recommendations
1.1	a. Notation - Has collected information on the number of honor's students there are among student/parents
2.1	b. Notation - Had good form
2.2	c. Notation - Does a Director's report
3.1	b. Notation - Involves aides in curriculum planning
3.1	c. Commendation - Initiated special education component
4.1	a. Comment - Observer and practicum exit reports in progress
4.3	b. Commendation - Good student assistant handbook tied-in with ongoing training program
5.2	a. Commendation - Good parent program with a lot of options
6.3	c. Commendation - Funded for several grants

EVALUATION RESULTS

WEST LOS ANGELES COLLEGE

Date of Evaluation: May 19, 1982

Evaluators

1. Yvonne Hatfield, Director, Campus Child Development Center, West LA College
2. Bernard Ancheta, Dean, Student Services, West LA College
*3. Karen Crummer, Director, Campus Child Development Center, LA Harbor College
4. Liz Forge, Director, Campus Child Development Center, LA Southwest College
5. Sandra Frazier, Instructor, Campus Child Development Center, West LA College
6. Dr. Donald Kester, Consultant, Los Angeles County, Division of Evaluation

Unattained Objectives	Measurement	Commentary
4.1 Will maintain an exemplary field training site where students can learn through practical application the theories taught in instructional programs	a. Observer and practicum exit reports	a. This was not applicable. There were no ongoing observers/ practicum students this semester

Objective No.	Commendations, Notations, Comments, Recommendations
1.1	a. Notation - Descriptive passage well written, information utilized by Dean
1.4	a. Notation - Dean indicated usefulness of this information
2.1	b. Notation - Had good form
	c. Notation - Had good form
2.2	c. Commendation - Good Director's report
2.3	c. Commendation - Held a large community/alumni gathering, both for social and data collection purposes
3.1	c. Notation - Good tour
3.2	b. Commendation - Teacher provided a good explanation of learning centers
4.1	a. Comment - Not applicable. No ongoing observers/practicum this semester
4.2	b. Notation - Does written impressions at beginning and end of semester
5.1	c. Notation - Good parent handbook

SUMMARY

The results of the on-site evaluation team visits can be summarized in two ways, one of which is very objective, while the other is somewhat subjective. In the very objective instance, results can be summarized on the number of objectives attained at each of the nine campuses. As will soon be seen, the average program objective attainment level was extremely high -- 97.4% to be exact. In the somewhat subjective instance, results can be summarized on the number of commendations and notations given to each campus's program. As will soon be seen, the evaluation teams were stingy in giving their highest subjective rating, a commendation. An average campus earned on about two -- 2.1 to be exact. They were only a little more generous in giving their second highest subjective rating -- a notation. An average campus earned only five of these.

By its very nature, this management-by-objectives evaluation system places a heavy emphasis on program objective attainment. The writing team spent many person-days in working to produce the goals and measurable objectives that make up this evaluation system. In addition, the district-level campus child development coordinating committee also spent a large number of person-days in reviewing the goals and objectives. It is accurate to say that all CCDC directors had direct input into the formulation of the final set of goals and objectives that were the primary basis of this evaluation. One could say that this peer-review system gained consensus on the "rules" of the evaluation, "up-front," from everyone.

This is surely one reason why the objective attainment levels are so high. The program objective attainment levels are shown in Table I, on the following page.

TABLE I

INDIVIDUAL PROGRAM OBJECTIVE ATTAINMENT
LEVELS FOR ALL NINE CCDC PROGRAMS

COLLEGE	NUMBER OF PROGRAM OBJECTIVES		% ATTAINED
	ATTEMPTED	ATTAINED	
EAST LOS ANGELES	21	20	95.2%
LOS ANGELES CITY	21	21	100.0%
LOS ANGELES HARBOR	21	20	95.2%
LOS ANGELES MISSION	21	20	95.2%
LOS ANGELES PIERCE	21	21	100.0%
LOS ANGELES SOUTHWEST	21	19	90.5%
LOS ANGELES TRADE-TECHNICAL	21	21	100.0%
LOS ANGELES VALLEY	21	20	95.2%
WEST LOS ANGELES	20*	20	100.0%
District-wide Average	20.89	20.22	96.8%

*One objective was not applicable

It is certainly a truism that most people do not usually operate at 90% efficiency. When humans run programs that do operate at such highly efficient levels they surely deserve to be complimented and recognized for their achievements. As this report goes to press, it is a fact that many educational programs are loosely defined and loosely administered. The objective summary of this MBO evaluation of the CCDC program shows that educational programs can be more precisely defined and more objectively administered and evaluated.

The peer evaluation system also included a somewhat subjective rating scheme. The peers, with the guidance from the lead peer evaluators, provided commendations and notations when they thought the program being reveiwed deserved special recognition. It was through the use of commendations and notations that the peer directors were able to recognize a program that had, in their

opinion, gone beyond simply meeting the objective. The giving of a commendation was the equivalent of saying, "Your program did not just meet the objective, it was 'outstanding'; or 'excellent' on this objective." If a commendation was the equivalent of a rating of "excellent", a notation was the equivalent of a rating of "very good; please note this."

It should be mentioned that while the addition of the subjective rating for "over-and-above" production was important, it was just as important that directors have this done by their peers. This conclusion was reached when the following question and answer emerged: "Who can best provide a somewhat subjective rating of over-and-above quality?" "A group of our own peer directors."

A summary of the granting of commendations and notations are shown below in Table II.

TABLE II

INDIVIDUAL PROGRAM RECEIPT OF COMMENDATIONS AND NOTATIONS FOR ALL NINE CCDC PROGRAMS

COLLEGE	NUMBER OF NOTATIONS	NUMBER OF COMMENDATIONS	TOTAL
EAST LOS ANGELES	7	2	9
LOS ANGELES CITY	6	2	8
LOS ANGELES HARBOR	3	4	7
LOS ANGELES MISSION	3	0	3
LOS ANGELES PIERCE	4	1	5
LOS ANGELES SOUTHWEST	7	1	8
LOS ANGELES TRADE-TECHNICAL	4	2	6
LOS ANGELES VALLEY	4	4	8
WEST LOS ANGELES	7	3	10
AVERAGE	5	2.1	7.1

CONCLUSION

The Measures of Effectiveness project begain the the spring of 1981 at the request of the District.

The Campus Child Development Center Directors' Coordinating Committee, wanting to make use of existing data and wanting to know where new data were needed, saw this project as an opportunity to tie it all together. They discovered along the way that there were data they wanted to see collected that were not being collected. Consequently, forms were created to obtain those data. They were able to see areas that needed improvement, and took steps to do so.

It was decided from the onset that this evaluation document could serve as a model for the State and would be presented to the California Community College Campus Child Care Task Force headed by Dr. Diane Carey. It will be presented by Kathy McCreary, Director, at the Campus Child Development Center at Valley College, who is a member of that state-wide Task Force.

From the conception, the committee worked smoothly, fitting together all the details. Eighteen months elapsed from the start of this project to the writing of this report. Those involved are extremely pleased with the document. The on-site evaluations were used as a test and pilot situation to see how well the Centers had organized the materials for the management-by-objectives evaluation system. The visitations were an educational process for all concerned; the Deans, the Directors, and even the writing team learned from the experience.

When the Centers were opened, there was an evaluation plan; but it became outdated very quickly. This "Measures of Effectiveness" document has more longevity and flexibility. The members of the coordinating committee wanted it to allow for individuality and campus autonomy, yet provide consistency within the district for the program. It is felt that this has been accomplished.

The "Measures of Effectiveness" evaluation system provides an instrument that is valuable, not only for use in better defining the job descriptions of the Center faculty, but also for use in better fiscal planning for the programs.

Dr. Donald Kester was extremely valuable in providing the basic format, and keeping the writing team on the right track. He served as a very valuable resource and we're grateful to the Los Angeles County Superintendent of Schools for making his services available to our program. We thank Dr. Kester for his sincere interest in our program.

The outcome of this evaluation provides evidence that the Campus Child Development Centers really are doing what the District initially intended. The information contained in this report adds a measure of public validity to the good work that is being done at the campuses.

APPENDIX 1

CONTACT CONSULTANTS

For further information and/or consultation regarding this process, the following people would be available to work with interested individuals to develop an evaluation system of this type for their program.

Michael Simone, Director
East Los Angeles College
Campus Child Development Center
1301 Brooklyn Avenue
Monterey Park, California 91754
(213) 265-8789

Yvonne Hatfield, Director
West Los Angeles College
Campus Child Development Center
4800 Freshman Drive
Culver City, California 90230
(213) 836-7118 Extension 357

Leanna Watts, Former Director
Los Angeles City College
Campus Child Development Center
855 North Vermont Avenue
Los Angeles, California 90029
(213) 663-9141 Extension 396

Karen Crummer, Director
Los Angeles Harbor College
Campus Child Development Center
1111 Figueroa Place
Wilmington, California 90744
(213) 518-1000 Extension 383

Don Kester, Consultant
Educational Measurement, Evaluation,
and Research
Los Angeles County Education Center
9300 East Imperial Highway
Room 210
Downey, California 90242
(213) 922-6415

APPENDIX 2

College _____ Date _____

Los Angeles Community College District
Campus Child Development Center

Parent Survey

1. Zip Code _____

2. Age of Student-Parent _____

3. Ethnic Background of Student-Parent (Check one)

(1) Black/Afro American ____
(2) Chicano
Mexican-American
Hispanic ____
(3) White/Caucasian ____
(4) Asian/Pacific Islander ____
(5) American Indian ____
Alaskan Native ____
(6) Filipino ____
(7) Other ____
(8) Decline to State ____

4. Sex of Student-Parent: Female _____ Male _____

5. Number of persons in your family (including you) _____

6. Are you a single-parent family? Yes _____ No _____

7. Family Income:

A. Sources (Multiple response possible)		B. Level Gross monthly income	
S. S. ____	Child Support ____	$500 or less	____
A. F. D. C. ____	Alimony ____	$501 - $700	____
Veteran ____	Other (List)	$701 - $900	____
Financial Aids ____	_____	$901 - $1,500	____
Employment ____	_____	Over $1,501	____

8. Academic Major/Vocational Goal _____

9. What is your most important reason for attending College ? (Check one)

(1) To gain job skills ____
(2) To transfer to 4 yr. college ____
(3) To get AA or vocational credential ____
(4) Self-improvement ____
(5) Hobby/recreation ____
(6) To improve English ____
(7) Other, please state _____

10. What educational background do you have?

A. Units Completed (Check one)		B. Degrees Completed (Check one)	
Less than 12 units	____	Credential	____
12 - 29 units	____	A. A.	____
30 - 59 units	____	B. A.	____
60 or over	____	Masters or Higher	____
		None	____

11. How many units are you taking this semester? _____

12. Number of units you would be taking if there were no Campus Child Development Center _____

13. Number of hours per week that you use the Campus Child Development Center _____

14. What do you see as your greatest obstacle to completion of your academic/vocational goal? (Multiple response possible)

Money ____
Child Care ____
Personal Time ____
Studying ____
Housing ____
Family ____
Other, please state _____

15. If the Campus Child Development Center were not available, what would you do? (Multiple response possible)

Drop out of school _____ Find other child care _____
Reduce class load _____ Reduce study time _____
Take your child to class _____ Other _____

16. How many children do you have attend the Center? _____

17. My hourly rate at the Center is (Check one)

No fee (Valley & East only) ____ 25¢ ____ 40¢ ____ 75¢ ____ $1 ____

18. If this rate were doubled, would you still be able to afford the Child Development Center services? Yes _____ No _____

19. Does your community offer affordable child care to meet your needs while enrolled in college? Yes _____ No _____ Not known _____

20. Does your community offer quality child care equal to the Campus Child Development Center? Yes _____ No _____ Not known _____

21. In addition to child care, how has the Center helped you? (Multiple response possible)

Academic Support ____ Help in understanding child's development ____
Referral to financial aid ____ Referral to Counseling Service ____
Personal Support ____ Referral to off-campus services ____
Health information ____ Other, please state _____
Assistance in expanding parenting skills ____ _____

22. How has the Center involved you in your child's development? _____

_____

_____

23. Would you be interested in additional Child Development Center Services for: (Multiple response possible)

Evening _____ Other _____
Infant _____ Toddler _____ School Age Children _____

24. What could the Campus Child Development Center do to improve its existing service to you? (Multiple response possible)

Provide lunch _____ Longer hours _____ Other _____
Provide transportation _____ Satisfied, no change _____

25. How has the Center helped your child? _____

_____

26. How have you participated in the Center's parent involvement program?

_____

27. Do you feel the Center keeps you informed of its programs and policies?

_____

28. Comments: _____

_____

_____

LACCD Child Development Center
Coordinating Committee
5/80
Revised: 2/81, 10/81

APPENDIX 3

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Enrollment Report
(Census)

College _____

Census Week of _____

Semester, year _____

1. Number of children enrolled week of census _____
2. Weekly child hours served: am_____ pm_____ all day _____ total hours _____
3. Weekly child hours available: am_____ pm _____ all day_____ total hours _____
4. Number dropped since beginning of semester _____
5. Number added since beginning of semester _____
6. Total number on waiting list for this semester _____
7. Total number of student-parents during week of census _____
8. Total number of single student-parents during week of census _____
9. Volunteers hours for week _____
10. Practicum LACCD student hours for week _____
11. Observer LACCD student hours for week _____
12. Non-LACCD participating student hours for week _____
13. Non-LACCD observer hours for week _____

Census weeks:
October 4-8, 1982
November 22-26, 1982

YH/bc

cc: Anchetа
Farjardo - District
Simone, East

APPENDIX 4

College _____ Date _____

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Campus Child Development Center

Student - Parent Exit Survey

(Optional) Age_____ Sex____ Ethnicity_____ Date of Exit_____

1. Why are you leaving?
   ____Enter work force
   ____Completed Educational Goals
   ____Moving
   ____Family/Personal Crisis
   ____Financial Difficulties
   ____Other_____

2. How much education had you completed before attending this college? (Check one)
   ____High School (only)
   ____Less than 12 units
   ____12 - 29 units
   ____30-59 units
   ____60 or more units
   ____AA degree
   ____BA degree
   ____MA degree or Credential (5th Yr.)
   Other _____

3. How much education have you completed while attending this college?
   ____Less than 12 units
   ____12-29 units
   ____30-59 units
   ____60 or more units
   ____AA degree
   ____BA degree
   ____MA degree or credential
   ____Other_____

4. Have you completed any of the following (Check one or more.)
   ____Vocational training program
   ____Improved job skills
   ____Associate of Arts
   ____Certificate program
   ____Other_____ (e.g. units completed)

   Intentions:
   _____Transfer to a 4 year college
   _____Return to Community College at a latter date
   _____Become an evening student

5. Were you recognized by this Community College in a special way?
   ____Dean's List ____Scholarship ____Student Government Other_____

6. Did you receive any assistance while at this Community College?
   ____Financial Aid ____EOPS ____Work Study Other_____

7. How many semesters did your child/children attend this Child Development Center?
   (Please circle one) 1 2 3 4 5 6 7 8

8. How many semesters did you attend this Community College? 1 2 3 4 5 6 7 8

9. What are your immediate plans for your child?
   ____Family day care home
   ____Preschool
   ____Elementary School
   ____Child no longer living with me.
   ____Care provided by relative
   ____Other_____

10. What are the three things the Center did for you and your child?
    _____Infant care_____
    _____Personal support_____
    _____Educational support_____
    _____Parenting skills_____
    _____Other_____

11. What would you have liked the Center to have done for you and your child?
    _____Infant care _____
    _____Evening support_____
    _____Longer hours
    ____ Other_____

12. What changes/differences do you see in your child from the time s/he entered the Center?

Revised 10/82

APPENDIX 5

LOS ANGELES COMMUNITY COLLEGE DISTRICT
CAMPUS CHILD DEVELOPMENT CENTERS

OBSERVER/PRACTICUM EXIT REPORT

1. Name _____ Date _____
2. College Course _____ Instructor _____
3. Did you observe at the Center? Yes _____ No _____
   If yes, how many hours per week? _____
4. Did you participate in the classroom at the Center? Yes _____ No _____
   If yes, how many hours per week? _____
5. Did you think that your observation/participation at the Center was a valuable educational experience? Yes _____ No _____
6. Did the experience increase your knowledge of child development, curriculum and/or preschool programs? Yes _____ No _____
7. Were you able to relate your coursework to what you saw/did? Yes ___ No ___

Comments _____

_____

_____

_____

_____

APPENDIX 6

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Campus Child Development Center
Parent Feedback Questionnaire

(Please feel free to write on back or extra sheet.)

1. Parent's name_____/Child's name_____
2. Child's Present school_____Present grade level_____
3. Is the school public or private? ___Public ___Private
4. What age was your child when s/he entered the Center? (circle one) 2½ 3 4 5 6 7 8
5. How old is your child today? (circle one) 3 4 5 6 7 8 9 10 11 12 _____
6. What year and semester did your child last attend the Center?
   Semester: ___Spring ___Fall ___Summer Year: 19___
7. How much education have you completed since you left this college?
   ___None; ___Less than 12 units; ___12-29 units; ___30-59 units; ___;
   ___60 or more units; ___AA Degree; ___BA Degree; ___MA Degree or credential (5th year);
   ___Other_____.
8. What was your educational goal when you attended this college? (check one).
   ___Job skills training; ___Transfer or degree completion; ___Hobby or avocation;
   ___Self-improvement; ___To learn English; ___Other_____.
9. Did you meet that goal? ___Yes ___No ___Changed goal.
10. How did you complete your goal?_____
11. What are you doing now?_____
12. What would you have liked the Center to have done for you when you were there?
    (May select more than one) ___Satisfied; ___Infant/toddler care; ___Evening child service; ___School-age children; ___Longer hours; ___Lunch provided; ___Transportation;
    ___Other_____.
13. Did the Center benefit/help you? ___Yes ___No
14. How did the Center benefit/help you?
    ___Made attending College possible. ___Center low fees. ___Enhance parenting skills
    ___Made attending college easier. ___Personal support. ___Parent felt secure about child care.
    ___Convenience of close proximity.
    ___Provided child a multi-cultural experience. ___Other_____.
15. What was your child's next school experience after they left the Center? ___Preschool;
    ___Kindergarten; ___Elementary School; ___Other_____.
16. Do you feel your child experienced any adjustment problems in making the change from the Center to the next school? ___Yes; ___NO.
    If yes, in what ways?_____.
17. Why did you select your child's present school?
    ___School philosophy ___School reputation
    ___School curriculum ___Referred by friend or others
    ___Previously attended by relatives
    ___Information gathered from West L.A. Campus Child Development Center.
    ___School offered extended day care service
    ___Other(explain)_____.
18. A) Was your child tested before entering school? ___yes; ___no.
    B) If yes, what tests were administered? How did your child do?_____.
    _____.
19. How would you describe your child's present performance in the following areas?

Areas	Needs Work	Average	Good	Very Good	Outstanding
Math					
Language Arts					
Art/Music					
Science					
Social Awareness					
Physical Development					

APPENDIX 7

LOS ANGELES TRADE-TECH CHILD DEVELOPMENT CENTER
Evaluation Form For Student-Workers In Early Childhood Education Program

Student_____ Date_____ Training School_____

Areas of Evaluation	Excellent	Good	Fair	Comments
Appearance appropriateness of style and appearance				
Relationship to Children understands children				
enjoys working with children				
sensitive to individual differences				
Initiative motivated on his/her own				
Willingness to follow directions				
Attendance prompt regular calls in when absent				
Ability to assist indoors outdoors				
Attitude with children with adults				
Work habits cooperative thorough organized neat attitude towards authority				

This student does not meet standards. Please explain on reverse side.
Please check appropriate spaces, and add comments if desired.

Class Age_____ Field Sight Instructor_____ Total Hours____

APPENDIX 8

LOS ANGELES HARBOR Date _____

CHILD DEVELOPMENT CENTER Date _____

CHILD'S NAME _____

BIRTHDAY _____

PHYSICAL DEVELOPMENT _____

SOCIAL DEVELOPMENT _____

INTELLECTUAL DEVELOPMENT _____

EMOTIONAL DEVELOPMENT _____

SUGGESTIONS BY THE INSTRUCTOR _____

PARENTS REPORT OF CHILD AT HOME _____

PARENTS QUESTIONS OF CHILD AT SCHOOL _____

EVALUATION OF CONFERENCE BY INSTRUCTOR _____

EVALUATION OF CONFERENCE BY PARENT _____

APPENDIX 9

LOS ANGELES TRADE-TECHNICAL COLLEGE
CAMPUS CHILDREN'S CENTER

INDIVIDUAL DEVELOPMENTAL RECORD

NAME OF CHILD_____ AGE_____ BIRTHDATE_____

ATTENDANCE: regularly_____occasionally_____ Language spoken at home _____

I. CHILD'S ADJUSTMENT AT ENTRY TO THE CENTER First Day_____
Attitude on arrival and departure from school_____

II. PHYSICAL SKILLS

1. Independent in toileting_____
2. Adjusts own outside wraps_____
3. Responds to rhythms_____
4. Relaxes at nap time_____
5. Handles scissors_____
6. Handles crayons_____
7. Handles pencils_____
8. Handles paints_____
9. Ties own shoes_____
10. Puts shoes and socks on_____

CHILD'S FREE PLAY PATTERN:

_____
_____

11. Can: Date Observed:_____
Zip_____ Button_____
Snaps_____ Hook_____
Lace_____

Explain_____

_____

12. Bodily Coordination Date observed:
Gallop_____ Run_____
Jump_____ Balance on board_____
Hop_____ Pumps on swing_____
Skip_____ Climbs easily_____
Running_____ Walking_____ Bikes_____

III. SOCIAL BEHAVIOR

1. Displays leadership_____
2. Respects rights of others_____
3. Shares_____
4. Can follow directions_____
5. Follow routines_____

Explain:_____
_____
_____

6. Plays with others_____
7. Solitary play_____
Follower_____
Parallel Play_____
Alternates roles (leads-follows)_____
Cooperative play_____
8. Accepted by peers_____
Must have own way_____

IV. INTELLECTUAL SKILLS

1. Counts to_____
2. Knows numbers in sequence_____
3. Numbers out of sequence_____
4. Letters in sequence_____
5. Letters out of sequence_____
6. Knows colors_____
7. Can match colors_____
8. Knows shapes_____
9. Can match shapes_____
10. Listens to story_____
11. Recognized likenesses_____
12. Recognized differences_____

13. Is able to get ideas from pictures_____
14. Knows name_____address_____
15. Speaks in complete sentences_____
16. Initiates own activities_____
17. Shows interest_____
Increasing attention span_____
Increasing problem solving techniques_____

Individual Developmental Record

18. Understands concepts of:

in-out_____below-above_____big/bigger/biggest

19. Does child use materials appropriately?_____

_____

_____

Does he pick up?_____

V. CHILD'S INTEREST AND APTITUDES

Music_____

Stories_____

Creative_____

Manipulative_____

Science_____

VI. TEACHER'S IMPRESSION OF CHILD'S INDIVIDUAL CHARACTERISTICS AND PERSONALITY

_____

_____

_____

VII. TEACHER GOALS FOR THE SEMESTER FOR THIS CHILD_____

_____

_____

VIII. PARENT-TEACHER RELATIONSHIP_____

_____

_____

IX. ANY SPECIFIC SITUATIONS THAT MAY BE UPSETTING TO THE CHILD_____

_____

_____

X. ANY SIGNIFICANT HEALTH PROBLEMS AFFECTING CHILD'S DEVELOPMENT_____

_____

_____

APPENDIX 10
LOS ANGELES VALLEY COLLEGE
CHILD DEVELOPMENT 22

STUDENT TEACHER EVALUATION

NAME _____ SUPERVISING TEACHER _____

DATE _____ SCHOOL _____

Please check the column you feel most adequately describes the work of the student teacher in each area given. If any do not apply, please indicate by DNA.	OUTSTANDING	ABOVE AVER.	AVERAGE	BELOW AVER.	COMMENTS
PERSONAL QUALITIES					
Warm, natural, friendly contacts: children					
Warm, natural, friendly contacts: adults					
Physical Appearance: appropriate dress, Heat, clean					
Voice: effective, tonalquality					
Consideration of others					
Sense of humor					
Self-confidence					
Enthusiam					
Dependability					
Initiative					
Patience					
Determination					
Ability to handle praise/ criticism					
Understands personal strengths/ weaknesses					
Honest and Appropriate expressions of emotions (happiness, anger, frustration, etc)					
Spontaneity					
PLANNING AND DIRECTION					
Prepares adequately: time, space, transition and clean-up					
Assumes responsibility for indepth learning experiences					
Prepares balance of indoor & outdoor activities					

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STUDENT TEACHER EVALUATION

NAME _____

	OUTSTANDING	ABOVE AVER.	AVERAGE	BELOW AVER.	COMMENTS
Planned activities show knowledge of child development					
Recognizes & identifies the learning in play					
Welcomes suggestions					
Supervision of routines					
Language: includes expressive and receptive experiences					
Stories: chooses appropriately					
Music experiences					
Art experiences					
Science, nature, math experiences					
Special and seasonal projects					
WORKING WITH CHILDREN					
Acts independently when faced with responsibility					
Create warm accepting environment					
Plans activities creatively					
Aware of children's needs					
Recognizes fatigue and overstimulation					
Laughs with not at children					
Uses different methods with different children					
Uses positive approach					
Helps children accept limitations					
Helps children gain confidence					
Interprets individual rights and group rights					
Alert to total group even when dealing with only part					
Manages time well					
Relates to children easily					

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STUDENT TEACHER EVALUATION

NAME _____

	OUTSTANDING	ABOVE AVER.	AVERAGE	BELOW AVER.	COMMENTS
Recognizes when to give help and when to encourage self-help					
Effective in controlling undesirable behavior					
Sees and deals with daily situations in terms of goals					
Can be firm and decisive					
WORKING WITH ADULTS					
Cooperative and considerate					
Does not interfere with other adult/child interaction					
Communicates plans and ideas					
Willing to discuss grievances					
Works well as team member					
Aware of the various roles incorporated in the program:director, teacher, assistant, parents					
Aware of overall needs					

Additional Comments:

Grade in course: (Please check one)

A Outstanding _____

B Above average _____

C Average _____

D Below average _____

F Failing _____

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